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Modern Approaches Natural Science Lessons

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Abstract: the article examines the developmental effects, types, different approaches and classification, the main features of a modern lesson on the subject of natural science in elementary school.

Keywords: practice, technology, education, education, textbook, natural sciences, lesson types.

Modern society requires well-educated and intellectually developed people. The old pedagogical system was aimed only at expanding the general knowledge of students and did not affect the overall development of students in any way. Therefore, in recent decades, various new pedagogical systems aimed at the holistic development of students have begun to be developed and implemented.

Currently, in the theory and practice of teaching, the view of the lesson as a developing and developing system has been established. An educational activity is considered as a whole consisting of interrelated, interacting parts: training, development, upbringing. It is this interaction that provides an integrative result of the training session. Therefore, the purpose of our work is to consider the developmental effects of science lessons in elementary school.

The main features of a modern lesson are the following:

The lesson should be aimed at fulfilling the social order of society.

All the activities of the teacher and student should be carried out taking into account the latest achievements of psychology and pedagogy.

The presence of multidimensional goals.

Setting and solving cognitive, educational and developmental tasks.

Activity-based approach to learning.

- Changing the ratio of the functions of the teacher and students in the educational process.
- Activation of cognitive activity of students, development of their initiative and creativity.
- Optimization of the training content.
- An integrated approach to the organization of the educational process.

Perfect lesson structure.

The ratio of rational and emotional in the lesson.

Unity of formation of knowledge, skills and abilities of students (practical, mental, special and general).

- ✓ Isolation of learning tasks and creation of a variety of learning situations in the classroom.
- ✓ Prompt feedback.
- ✓ High, but feasible pace of the lesson.
- ✓ Emotional uplift in the lesson.
- ✓ The presence of NOTES of the teacher and students.

The presence of a favorable psychological microclimate.

There are different approaches to determining the types of training sessions. Without dwelling in detail on these approaches, we will only pay attention to some issues that arise when considering a particular classification. So, in one of the classifications, such types of lessons as an independent work lesson, an ICT lesson, and a practical work lesson are offered along with others. In this regard, the question arises: independent work may have different goals and content and, accordingly, may be associated with the study of new material, its consolidation, its generalization and systematization, quality control of the state of educational training of students, but then does not the qualitative specificity of the lesson of this type be lost? A similar question arises about the ICT lesson and the practical work lesson.

It seems that such a classification of training sessions is necessary, which would really reflect the educational goals and ensure the optimal construction of the learning process in connection with the study of a particular topic.

Recall the content of each link of assimilation and define the tasks of the teacher, the solution of which ensures the effectiveness of the educational process.

Perception — involves the reflection in a person's consciousness of individual properties of objects and phenomena acting at this moment on the senses.

Perception presupposes the concentration of students' attention on a cognitive object. In perception, the subjective experience of schoolchildren is important.

Pedagogical tasks of the teacher:

- ➢ to actualize the subjective experience of students;
- ➢ new material should be given in complete parts, blocks, in semantic terms;
- ➢ in the new material, draw students' attention to the most important thing (highlight the main thing);
- ➢ repeat the content of the main block.

Comprehension — involves students' understanding of the studied content of the educational material.

In the process of comprehension, various connections are established between the previously studied material and the new one, the reasons for the studied events, the motives of individual actions of literary heroes, etc. are clarified.

Pedagogical tasks of the teacher:

- ✓ analyze with students the perceived;
- ✓ to identify an algorithm — a strict logical sequence of actions in determining the essence of the studied;

- ✓ to enable students to formulate the essential features of the new independently, taking into account the orientation to certain meaningful features;
- ✓ to promote the development of students' ability to analyze, synthesize, compare, highlight the main thing in cognitive objects;
- ✓ to carry out reflection of cognitive actions of schoolchildren.

Memorization — involves the preservation of knowledge in the memory of students. It is known that it is possible to understand this or that phenomenon, but after a while it is already difficult to explain it. Therefore, memorization is so necessary.

- ✓ identify individual ways for students to memorize information.

Application — involves students mastering the skills to apply knowledge in practice.

Pedagogical tasks of the teacher:

- ➢ define a system of exercises and tasks for students to apply their knowledge in a variety of situations;
- ➢ ensure a gradual increase in difficulty in performing exercises and tasks.
- ➢ use a variety of individual didactic cards that ensure the work of students with different cognitive styles.

Generalization and systematization — involves bringing the studied into a single system.

Pedagogical tasks of the teacher:

- ✓ to link previously acquired knowledge with new educational material;
- ✓ ensure that students formulate philosophical conclusions;
- ✓ use classification and systematizing schemes and tables;

Studying the logic of various types of training sessions allows us to assert that all forms of training organization, such as lectures, consultations, credits, etc., as well as so-called non-traditional forms of conducting (travel, concert, literary lounge, etc.), can be attributed to one or another type of training session, depending on their educational goals. Therefore, specifying the type of training session, it is necessary to determine the form of its conduct.

These tables allow us to talk about a wide variety of forms of organization of the educational process. At the same time, each of these forms, depending on the subject educational goals, can be attributed to one or another type of educational activity that we have identified. So, if a lecture is chosen as the form of conducting a training session of the first type, then its logic corresponds to the logic of a training session of this type. If the lecture is held for the purpose of generalizing and systematizing the knowledge of schoolchildren, its logic coincides with the logic of the educational lesson on generalization and systematization.

As a result of considering the typology of training sessions and the logic of each type, the question naturally arises: why is there no combined training session in this typology?

Let's highlight especially valuable features of natural science lessons.

1. Organization of educational and cognitive activity of students in the classroom, contributing to the development of the most important mental processes of thinking, attention, memory, imagination, speech.
2. The use of creative teaching methods (partially-search, heuristic, problematic).
3. Construction of natural science lessons on an activity-based basis, using modern methods

of pedagogical mastery: modeling of educational material, active forms of learning, a personality-oriented approach.

4. Activation of the child's personal functions (motivation, reflection, self-determination, self-analysis and self-assessment).
5. Implementation of the principles of scientific and environmental education.
6. Formation of a single value-colored image of the world as a home for students, their own and common for all people, for all living things.
7. The use of various sources of knowledge based on visibility (diagrams, figures, tables, models, etc.).
8. Pronounced developmental nature, practical orientation.

At the same time, the lesson should be health-saving, developing valeological skills of children.

Thus, the purpose of natural science lessons is to educate a humane, creative, socially active person who carefully and responsibly treats the riches of nature and society.

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